

24 April 1958

Document No. 16

NO CHANGE in Class. ☐

☐ DECLASSIFIED

CLASS. CHANGED TO: TS S **EX1**

DDA Memo, 4 Apr 77

Auth: DDA REG. 77-0285

Date: 13 MAR 1978

MEMORANDUM FOR: Director of Training

SUBJECT: Weekly Report #16  
Assessment and Evaluation Staff  
16-22 April 1958

25X1 1. Chief, A&E spent April 24 and 25 [ ] to complete a fitness report [ ] and to discuss a variety of matters with [ ] 25X1

25X1 a. The training evaluation reporting for the OFC was discussed. [ ] will be reporting the results of this discussion. To his report needs only to be added:

(1) What the OFC instructors are trying to do in their narrative reports is very difficult and requires a high order of skill and will undoubtedly take more time than the report they are now submitting. Parenthetically, it might be remarked that the OFC and the IT (Research) are the only two OTR courses I know of which have sufficiently detailed information on what the students learn to make possible this kind of reporting.

25X1 (2) The survey of consumer reaction which is contemplated (See [ ] report) as a result of this conference is undoubtedly a very constructive step. Such a survey should probably have been done a long time ago.

25X1 b. So many questions have arisen [ ] concerning the functions of the A&E Staff that it was arranged for me to return to [ ] on Friday, 25 April to brief the instructional staff with particular reference to the assessment functions. 25X1

25X1 c. Discovering what the students are learning in the agent management block is making it quite clear that more time needs be spent on basic principles. At the present time the students do not appear to be mastering these sufficiently well to expect them to apply them well in the later instruction. As examples, students are failing to distinguish between facts, inferences, and judgments and do not comprehend the nature and use of sources of information about people. These findings have implications for the contemplated 24-week Operations Course. They imply that rather than adding to the course, the extra time should be devoted to teaching better what is already there.

d. I ran across an incident which illustrates the point I have been making with you lately; namely, that there is a need for more continuity in the instructional staff [redacted] More than a year ago and possibly even as long as two and one-half years ago, an excellent block of instruction was prepared on the general topic of observation. This block illustrated so well how discovery of what the student is learning is useful to the student and the instructor. I have used it over and over again in my briefings. This block of instructions for some reason was dropped. Recently it was revived for the Operations Course. Instead of utilizing the same material that had been so well developed before, instructors started fresh and came up with a product that has received extremely unfavorable mention in the critiques. [redacted] is now aware of the existence of the earlier material.

25X1

25X1

e. Quite by accident I discovered that serious consideration was being given to dropping associate ratings from the Operations Course. I vigorously protested this possible decision [redacted] Since these ratings are one of the most valuable sources of information that one has about students, I feel very strongly that they should remain in the course. They certainly should not be dropped on any casual basis. The argument appears to be that ratings by associates are more related to assessment than to training. If this principle were to be taken seriously, a substantial portion of the Operations Course should likewise be eliminated since insufficient time is being devoted to really train. Certain tasks are supplied, the student does them, and his performance appraised. One can also start from the point of view of personnel management and conclude that effective training itself is an assessment function in that it bears directly on personnel actions that are taken by the supervisor. A balanced point of view is that associate ratings are both related to appraising results of what has been taught in the course along with personal characteristics that are inevitably and inextricably intermingled with these.

25X1

(1) This problem of associate ratings had arisen because of a very unfavorable reaction in the critiques. There is no question that the presentation of associate ratings was handled very poorly this time. For many runnings of the course there has been very little reaction to them. In a discussion of this with [redacted] it was agreed that if they were continued, it would be better to have them done by the A&E representative at [redacted] rather than by the instructors. Some of them do it very well and some of them do it very poorly.

25X1

25X1

f. The use of student critiques is still receiving great emphasis [redacted]

25X1

g. The requirements that all personnel be tested as they enter OTR or take certain courses were also discussed. [redacted] has

25X1

strong feelings about testing a recent transferee from the Office of Security. He appeared to agree that testing of students is desirable but not potential instructors.

i. I would like to discuss particularly problems indicated under f and g at our next meeting.

2. Plans to remodel the basement of 1016 16th Street in order to find some testing space have come to an abrupt termination owing to the fact that Training's share of the remodeling will cost \$11,000.

3. C/AB met with the Director of Personnel, [redacted] to discuss eight JOTP "graduates". This was the first such session resulting from discussions between Chief, A&E and Director of Personnel. These sessions will be conducted on a regular basis once a week until the entire roster of JOTP graduates has been reviewed.

25X1

25X1

[redacted]  
Chief, Assessment and Evaluation Staff